

**Fordham University  
Graduate School of Education  
Division of Curriculum and Teaching  
Lincoln Center Campus  
Fall Semester - 2013**

**CTGE 5534-L04  
Beginning Reading and Writing in Inclusive Classrooms**

*Daily Schedule of Course Topics, Readings, Assessments, and Tasks:*

**Week 13 – December 5th**

- Topics: Fluency/Comprehension
- Reading: Cecil... (36 pages total)
  - “Chapter 5 – Phonics, Sight Vocabulary, and Fluency: Why and How” (Pages 100 to 110, 11 pages)
  - “Chapter 8 – Reading Comprehension: Making Sense of Print” (25 pages)
- Tasks:
  - Determine your focus student’s “instructional” reading level. Using your school’s running record system, complete a running record with the student, being sure to take notes on the student’s fluency (time the reading) and comprehension (through retelling and questioning).
  - If your student is not yet reading, complete a listening comprehension assessment as directed in class.
  - Observe a primary classroom for 10 to 15 minutes with a focus on fluency and comprehension instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
  - Work on your second instructional experience assignment, which is due December 12th.
  - Continue to update your “Focus Student Summary” and begin to work on your “Letter” assignment, which is due December 19th.
- Response Blog – Assignment #11:
  - Respond to a classmate’s tenth blog post (respond to a post at a blog you have yet to visit).
  - In light of this week’s observations along with the assessment results for your focus student in regards to fluency or comprehension, what lesson might you design to address one of the identified challenges/areas of need for your student? If your particular student had no challenges/areas of need, create a hypothetical one for this exercise. Create a brief draft plan and post it to your blog. (This may turn out to be your plan for the second instructional experience assignment.)